

2012 Impact and Effectiveness of Administration for Native Americans Projects: Report to Congress



ADMINISTRATION FOR
CHILDREN & FAMILIES



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EXECUTIVE SUMMARY

The Administration for Native Americans (ANA) supports Native communities' efforts to be self-determining, healthy, culturally and linguistically vibrant, and economically self-sufficient. ANA promotes self-sufficiency for Native Americans by providing discretionary grant funding for community based projects, and training and technical assistance to eligible Tribes and Native organizations. ANA serves all Native Americans, including federally recognized Tribes, American Indian and Alaska Native organizations, Native Hawaiian organizations, and Native populations throughout the Pacific Basin (including American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands).

Each year, ANA visits one-third of its grant portfolio to conduct impact evaluations on ANA-funded projects. This report includes a brief overview of each of the **64** projects visited in 2012, and summary results on the impact ANA funding had on Native communities through these grants. For projects that ended in 2012 and received an impact visit, ANA's investment in the communities resulted in:

- **273** full-time equivalent jobs
- **1,546** people employed¹
- **1,295** Native Americans employed
- **47** businesses created
- **\$32,697** in income generated
- **\$14.5 million** in resources leveraged
- **10,272** individuals trained
- **1,264** partnerships formed
- **20,917** youth and **4,211** Elders involved in community-based projects
- **1,803** youth and **2,522** adults with increased ability to speak Native languages
- **4** Tribal governmental codes, ordinances, and regulations adopted, and
- **5** environmental regulatory enhancement codes, ordinances, and regulations adopted

A majority of ANA grants visited in 2012 successfully achieved all stated project objectives: **75 percent** of projects met or exceeded their objectives, compared to **25 percent** that met most or did not meet the stated objectives. As this report demonstrates, ANA grant funding continues to be an effective vehicle for advancing the self-sufficiency and cultural preservation of Native American, Alaska Native, Native Hawaiian, and Native Pacific Islander communities.

¹ The terms "people employed" and "Native Americans employed" include part-time and temporary work as well as full-time, year-round employment.

2012 IMPACT AND EFFECTIVENESS REPORT OVERVIEW

Established in 1974 through the Native American Programs Act (NAPA), the Administration for Native Americans (ANA) serves all Native Americans, including federally recognized Tribes, American Indian and Alaska Native organizations, Native Hawaiian organizations and Native populations throughout the Pacific Basin (including American Samoa, Guam, and the Commonwealth of the Northern Mariana Islands).

ANA promotes self-sufficiency for Native Americans by providing discretionary grant funding for community based projects, and training and technical assistance to eligible Tribes and Native organizations. Funding is awarded through three main program areas: Social and Economic Development Strategies (SEDS), Native Language Preservation and Maintenance, and Environmental Regulatory Enhancement (ERE). ANA's goals include:

- Fostering the development of stable diversified local economies and economic activities to provide jobs, promote community and economic well-being, encourage community partnerships, and reduce dependency on public funds and social services.
- Supporting local access to, control of, and coordination of services and programs that safeguard the health and well-being of Native children and families.
- Increasing the number of projects involving youth and intergenerational activities in Native American communities.

Fiscal Year 2012 (FY12) Funding Summary, by Program Area

Program Area	Number of New Awards	FY12 New Award Funding	Number of Continuations	FY12 Continuation Funding	Total Number of Grants	Total FY12 Funding
SEDS	45	\$9,540,706	67	\$15,028,016	112	\$24,568,722
Language	21	\$4,816,687	42	\$9,837,942	63	\$14,654,629
ERE	7	\$968,794	5	\$832,258	12	\$1,801,052
Totals	73	\$15,326,187	114	\$25,698,216	187	\$41,024,403

Impact Evaluation at ANA

In accordance with NAPA (42 U.S.C. § 2991 *et seq.*), ANA conducts impact evaluations with one-third of its grant portfolio each year, amounting to approximately 70 percent of all ending grants. The purpose of these evaluations is threefold:

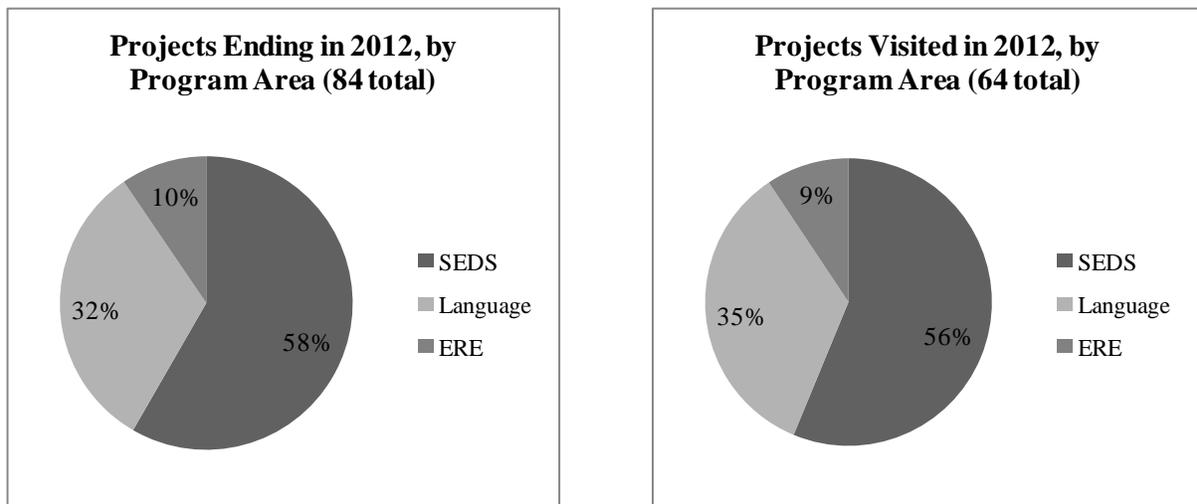
- Assess the impact of ANA funding on Native communities in accordance with NAPA and the Government Performance and Results Act of 1993;
- Learn about the successes and challenges of ANA grantees to improve ANA service delivery; and
- Increase transparency and collaboration by sharing the unique stories of ANA-funded projects and activities with Native communities and the public.

Impact evaluation visits provide ANA the opportunity to meet with project staff and beneficiaries to collect qualitative and quantitative information. Visits are guided by a standard impact evaluation tool developed in collaboration with the Administration for Children and Families' Office of Planning, Research, and Evaluation. In 2012 ANA begin to redesign the tool to better evaluate grantees. A newly re-designed tool will be used for impact visits in 2013. This report fulfills the statutory requirement in NAPA, and the information collected through the evaluation process serves as an important planning and performance tool that allows ANA to make data-driven decisions.

Impact Evaluation in 2012

This report includes **64** projects that ended in 2012 and received impact evaluation visits, including 59 that were visited in 2012 and five that were visited in 2011 but received no-cost extensions into calendar year 2012. Three additional projects were visited in 2012, but received no-cost extensions into calendar 2013 and are therefore not included in this report.

Projects were selected based on approaching completion dates, geographic location, and grant award amount. The projects visited were located in 17 states and territories, with the highest numbers in Alaska (nine), California (eight), and Oklahoma (eight). ANA also selects projects for visits based on funding program area to gain a representative sample of all projects funded.



Funding Amounts for Projects Visited in 2012, by Program Area

Program Area	Amount ²
SEDS	\$ 24,279,461
Language	\$ 8,588,894
ERE	\$ 1,638,454
Total	\$ 34,506,809

² These amounts represent total grant funding for multi-year projects ending in 2012.

Impact of ANA Funding in Native Communities

Through qualitative observations, ANA captured many immediate and intermediate outcomes achieved by grantees. Data collected from 2012 impact visits, displayed in the table on the next page, demonstrate that ANA projects had a positive impact on the self-sufficiency of Native communities.

2012 Impact Data Summary	
Projects evaluated	64
Amount of funding for projects evaluated	\$ 34,506,809
Native Americans employed ³	1,295
Full-time equivalent (FTE) jobs created	273
Businesses created	47
Resources leveraged	\$ 14,509,127
Partnerships formed	1,264
People trained	10,272
Elders involved	4,211
Youth involved	20,917

ANA also assesses to what extent grantees met their stated objectives and the degree of positive impact the projects had on the community, based on the qualitative and quantitative information available at the time of the impact visit. **Seventy-five percent** of ANA projects evaluated in 2012 successfully met or exceeded their objectives, and **84 percent** achieved a positive or significantly positive impact in their communities. Twenty-five percent of projects evaluated in 2012 partially met or did not meet their stated objectives, and 16 percent were found to have a moderate or minimal positive impact.

The table on the following page breaks down key project results by state for the projects evaluated in 2012, including full-time equivalent (FTE) jobs created, people employed, Native Americans employed, businesses created, revenue generated, resources leveraged, partnerships formed, people trained, Elders involved, and youth involved. Figures for FTE jobs created include a combination of full and part-time positions based on the total number of hours worked in a year, where 2,080 hours per year equals one FTE. The terms “people employed” and “Native Americans employed” used throughout this report include part-time and temporary work, as well as full-time, year-round employment.

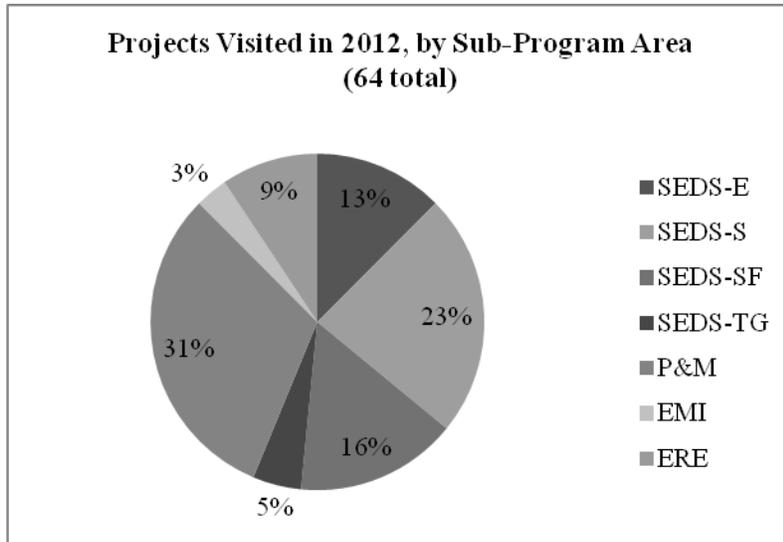
³ This figure includes part-time and temporary work, as well as full-time, year-round employment.

2012 Key Project Results by State

State	# of Projects Visited	Award Amount	FTE Jobs Created	People Employed	Native Americans Employed	Businesses Created	Revenue Generated	Resources Leveraged	Partnerships Formed	People Trained	Elders Involved	Youth Involved
AK	9	\$3,762,422	23	189	155	n/a	n/a	\$661,130	227	197	242	5,116
CA	8	\$3,555,574	39	170	132	14	n/a	\$738,345	162	912	314	1,767
GU	3	\$2,342,198	17	111	106	n/a	n/a	\$135,048	43	30	227	1,358
HI	7	\$5,660,947	30	155	90	n/a	\$947	\$2,747,141	142	2,861	1,709	2,051
ME	2	\$848,137	13	76	67	n/a	n/a	\$126,482	28	505	45	320
MA	2	\$778,417	9	38	25	n/a	n/a	\$217,421	47	45	21	145
MI	1	\$355,425	3	11	7	n/a	n/a	\$95,177	7	85	4	164
MP	1	\$480,881	6	98	98	1	n/a	\$16,041	15	33	105	810
MN	3	\$1,318,296	12	48	44	n/a	n/a	\$1,086,245	28	72	58	1,287
NE	2	\$1,171,919	30	161	155	3	n/a	\$583,997	55	118	111	331
NM	4	\$1,817,828	13	74	70	1	\$3,000	\$282,026	91	1,236	199	215
OK	8	\$4,272,005	29	120	101	n/a	n/a	\$464,037	154	257	637	2,544
OR	2	\$608,922	5	18	14	n/a	n/a	\$593,924	40	19	10	15
SD	6	\$4,221,894	24	172	143	27	\$28,750	\$4,779,319	146	1,298	465	4,309
UT	2	\$934,394	4	10	7	1	n/a	\$63,261	38	2,087	49	287
WA	3	\$1,776,574	13	57	46	n/a	n/a	\$1,810,600	26	63	10	86
WI	1	\$600,976	3	38	35	n/a	n/a	\$108,932	15	454	5	112
Total	64	\$34,506,809	273	1546	1295	47	\$32,697	\$14,509,126	1,264	10,272	4,211	20,917

Program Area Highlights

Within ANA’s three main funding program areas, there are a number of sub-program areas. ANA identified these areas for projects evaluated in 2012 to further develop and focus the impact evaluation analysis.



Sub-Program Area	Number Visited
SEDS-E	8
SEDS-S	15
SEDS-SF	10
SEDS-TG	3
P&M	20
EMI	2
ERE	6
Total	64

Acronym Key

SEDS: Social and Economic Development Strategies
SEDS-E: Economic Development
SEDS-S: Social Development
SEDS-SF: Strengthening Families
SEDS-TG: Tribal Governance
P&M: Native Language Preservation and Maintenance
EMI: Esther Martinez Initiative
ERE: Environmental Regulatory Enhancement

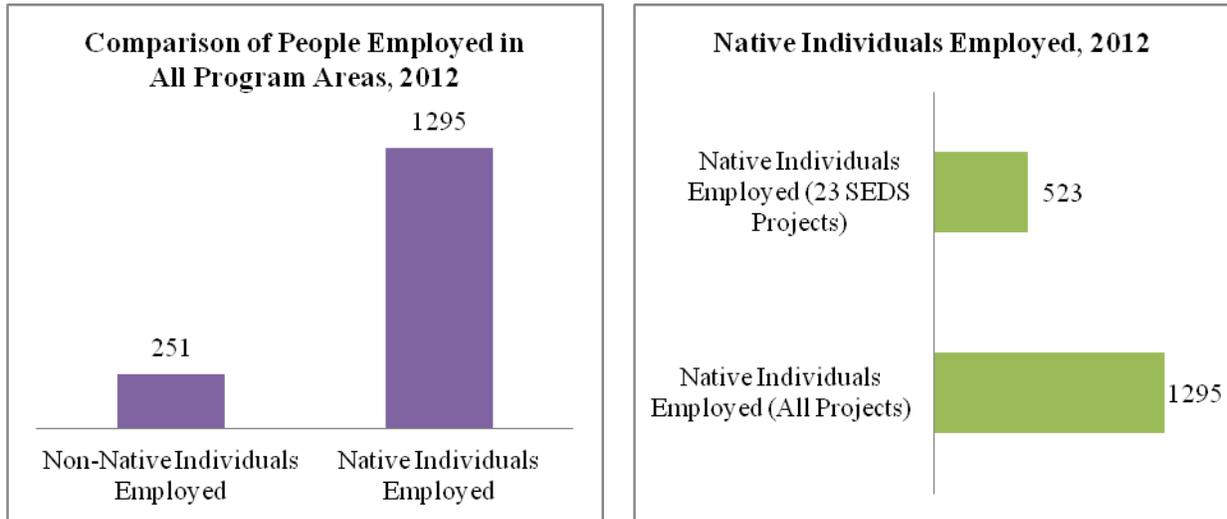
Social and Economic Development Strategies (SEDS): ANA promotes social and economic self-sufficiency in communities through SEDS grants, which support locally determined projects designed to reduce or eliminate community problems and achieve community goals.

This approach encourages communities to shift away from programs that result in dependency on services, and move toward projects that increase community and individual productivity through community development. SEDS grants fund social and economic development projects in on- and off-reservation Native communities, and provide federal support for self-determination and self-governance among Native peoples.

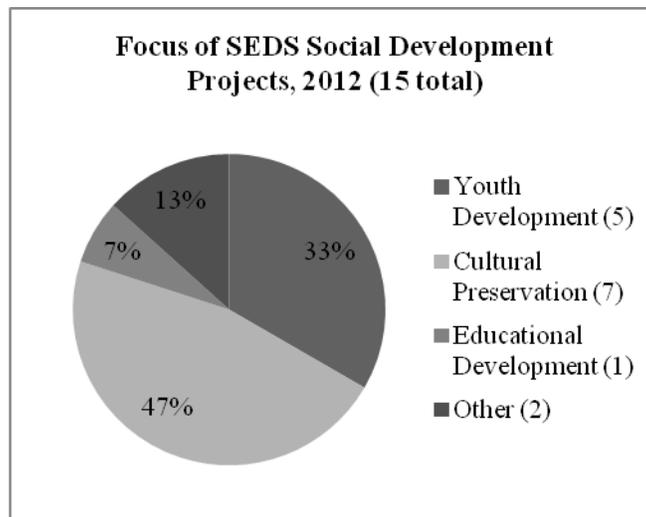
Economic Development – The 64 projects evaluated in 2012 created **273** full-time equivalent (FTE) jobs, equaling **4.25** FTEs per project. ANA evaluated **eight** SEDS-E projects

in 2012 totaling \$5,129,203. Though comprising only **13 percent** of projects evaluated, SEDS-E projects generated **55 FTEs**, or **20 percent** of all FTE jobs created. Data collected in 2012 for all projects show that **5.7** people were employed for each FTE created; for SEDS-E projects evaluated, **4.8** people were employed for every FTE job.

The charts below display data on individuals employed for projects visited in 2012 across all program areas.



Social Development – ANA evaluated **15** SEDS-S projects in 2012 totaling \$10,203,898. These projects involved **1,979** Elders and **3,563** youth, and **13** conducted intergenerational activities (**12** of which were between grandparents and their grandchildren). SEDS-S projects made up **23 percent** of all projects evaluated in 2012, but comprised **47 percent** of all Elders involved. As depicted in the chart below, SEDS-S projects had a variety of focuses involving youth, culture, and education.



Strengthening Families – Under SEDS, ANA also funds Strengthening Families projects that provide interested communities the opportunity to develop and implement strategies to increase the well-being of children through culturally-appropriate family preservation activities, and foster the development of healthy relationships and marriages based on a community’s cultural and traditional

values. In 2012, ANA evaluated **10** SEDS-SF projects totaling \$8,388,081. These projects served at least **103** married and **49** unmarried couples, and one involved foster care activities.

2012 Impact Data for SEDS-SF Projects Visited (10 total)	
Participants served	7,894
Couples served	395
Foster children placed with Native families	135
Individuals trained as foster parents	20

Tribal Governance – The governance component under the SEDS program assists Tribes with the development and implementation of projects that support and enhance Tribal governing capabilities; therefore, governance funding is only available to Tribes. In 2012, ANA visited **three** SEDS-TG projects for a total of \$558,279; one project focused on operational planning and two focused on Tribal program enhancement. These projects trained **36** individuals, created **two** businesses, formed **17** partnerships, and leveraged **\$48,782** in additional resources.

SEDS Success Story: Ahai Olelo Ola: Hawaiian Language Television Broadcast Video Training, Development, and Broadcasting

Aha Punana Leo is a nonprofit organization and founder of the Punana Leo Hawaiian language immersion preschools. Since establishing the first preschool in 1984, Aha Punana Leo staff realized graduates needed continued Hawaiian language learning opportunities throughout their academic careers and into adult life.



The organization therefore identified vertical development of Hawaiian language programming as a strategy to re-establish a living Hawaiian language that is the first language of the Native Hawaiian community. As part of this strategy, and because historically indigenous peoples have not had control of their stories and perspectives on television, the goal of the project was to establish and solidify a Hawaiian presence in the state’s television industry.

The project’s purpose was to develop television broadcast expertise, create content, and establish venues to provide timely and relevant Hawaiian language programming among the Native Hawaiian community. The first objective was to hire 15 Hawaiian-speaking interns and train them in television broadcasting, including pre- and post-production skills and techniques. The interns put these skills to work developing and producing Hawaiian language news stories and programming, from a Native Hawaiian perspective.

The second objective was to identify six stories per week to be featured in an Ahai Olelo Ola newscast segment, including stories to be expanded into a 30-minute news magazine format. Under this objective, the project interns produced and broadcast over 120 minutes of daily newscast stories. Participants also developed, produced, and broadcast 180 minutes of the Ahai Olelo Ola magazine’s 30-minute shows.

Through this project, 15 interns received professional training and nine remain employed in the media. One intern stated because of the training she received, she now has another method to pass on the language and reach the community of younger non-speakers. Additionally, the project provided high quality Hawaiian language materials to 15,000 speakers and approximately 400,000 households seeking mainstream usage of the Hawaiian language and connections to Hawaiian culture.

As a result of the professional development training, news stories, and language materials produced through this project, Native Hawaiians are better positioned to preserve, protect, perpetuate, and incorporate traditional values and practices into television and other parts of mainstream society.

Native Languages: ANA funding provides opportunities to assess, plan, develop and implement projects to ensure the survival and continuing vitality of Native languages. ANA believes preserving and revitalizing indigenous languages is vital to the sovereignty, strength, and identity of Native American Tribes, Villages, and communities; use of Native languages encourages communities to move toward social unity and self-sufficiency.

Preservation and Maintenance – Recognizing that the history of federal policies towards Native Americans has resulted in a dramatic decrease in the number of surviving Native languages over the past 500 years, Congress enacted the Native American Languages Act in 1990 to assist Native communities in reversing this decline. Language Preservation and Maintenance funding provides opportunities to assess, plan, develop, and implement projects to ensure the survival and continuing vitality of Native languages. ANA evaluated **20** Preservation and Maintenance projects that ended in 2012, including **four** assessment projects, **four** planning projects, and **12** implementation projects. The table below presents key impact results from Preservation and Maintenance funding.

2012 Impact Data for Preservation and Maintenance Projects Visited (20 total)	
Language surveys developed	19
Individual language surveys returned	6,992
Language teachers trained	123
Number of youth who increased their ability to speak a Native language	2,033
Number of adults who increased their ability to speak a Native language	2,434
Number of youth who achieved fluency in a Native language	10
Number of adults who achieved fluency in a Native language	47
Language classes held	4,283
Language students served	7,620

Esther Martinez Initiative – Congress passed the Esther Martinez Native American Languages Preservation Act in 2006, which amends NAPA to provide for the revitalization of Native American languages through language immersion and restoration programs. ANA evaluated **two** Esther Martinez immersion projects in 2012, making up **nine percent** of all language projects visited for the year. Although some Preservation and Maintenance projects included immersion activities, the Esther Martinez projects conducted **72 percent** of all immersion class days (**810**), and served **181** students through immersion education. Additionally, **50 percent** of the youth who achieved fluency in a Native language through ANA funding did so as a result of Esther Martinez immersion projects. The table on the following page presents key impact results from these two projects.

2012 Impact Data for Esther Martinez Initiative Projects Visited (2 total)	
Language surveys developed	4
Individual language surveys returned	274
Language teachers trained	55
Number of youth who increased their ability to speak a Native language	187
Number of adults who increased their ability to speak a Native language	105
Number of youth who achieved fluency in a Native language	10
Number of adults who achieved fluency in a Native language	0
Days of language immersion class held	810
Language immersion students served ⁴	181

Native Languages Success Story: Making a Home for Our Language (“Thakiwaki peminamoka enatoweyakwe”): Sauk Language Master Apprentice

Founded in 1972 and headquartered in Cambridge, Massachusetts, Cultural Survival (CS) works to support indigenous peoples’ rights to their lands, languages, cultures, and environments. Offering its capacity to manage the administrative and bookkeeping aspects of the project, CS collaborated with the Sac and Fox Nation to develop the Sauk Language Master Apprentice Project.



Before the project, there were only a few Sac and Fox Tribal members in Oklahoma who were able to speak Sauk, all of them over the age of 70. With Sauk in imminent danger of extinction, CS and the Tribe determined the best way to bridge the gap between older and younger generations was through master-apprentice (M-A) teams. The project’s strategy was based on developing fluency while training the apprentices to teach Sauk to future generations.

Three apprentices took part in M-A sessions for a minimum of 20 immersion hours per week, totaling 2,952 hours for the program. Staff also dedicated 1,052 hours over the course of the project for professional development in areas including teaching methodology, technology, and linguistics. The apprentices were certified by the language department to teach Sauk. To transmit and replicate the language learning model, the project team also produced a teaching book of team-based M-A guidelines, methods, and practices for learning the Sauk language, designed to be replicable for other projects.

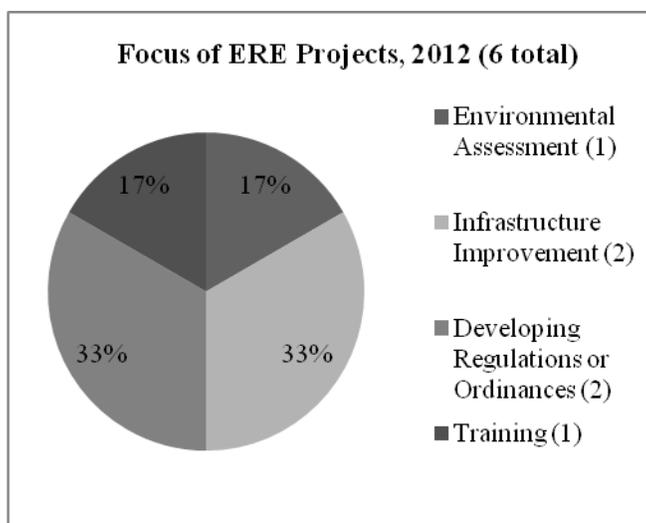
By the end of the project, the Tribe’s language department created approximately 11,000 documents including lesson plans, handouts, quizzes, homework assignments, storybooks with transcription and translation, and other linguistic resources. The M-A teaching book was distributed to 25 Tribal language programs at their request, many of which are utilizing the M-A learning model as well.

(Continued on the following page)

⁴ Activities in language projects involve youth, adults, and elders from the communities served. Youth participate through school, either for immersion classes, or for shorter non-immersion classes. Non-immersion projects also serve adults and elders through community language classes, roundtables and activities to increase language ability.

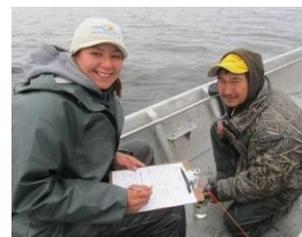
Because of their levels of both fluency and teaching ability, the apprentice speakers were able to conduct community language classes, reaching 972 people; these efforts led to the development of a future high school course and college internship program for Sauk language teachers. Beyond gaining language proficiency, apprentices learned valuable cultural information as well, including lessons and stories of their ancestors. Through this project, five young adults gained fluency and have gone on to teach what was a nearly extinct language to another 1,000 Tribal and community members.

Environmental Regulatory Enhancement (ERE): Growing awareness of environmental issues on Indian lands has resulted in increased funding to address such issues. ANA’s ERE grants provide Tribes with resources to develop legal, technical, and organizational capacities for protecting their natural environments; these grants focus on environmental programs in a manner consistent with Tribal culture for Native American communities. In 2012 ANA visited **six** ERE projects totaling \$1,638,454. As depicted in the chart below, ERE projects had a variety of focuses within the environmental grant category.



2012 Impact Data for ERE Projects Visited (6 total)	
Environmental codes/ordinances adopted	5
Environmental codes/ordinances implemented	4
Number of projects that collected environmental baseline data	4
Number of projects that collected data to monitor environmental conditions	4

ERE Success Story: Building Capacity to Self-Regulate and Monitor Sewage Discharge



The Yukon River Inter Tribal Watershed Council (YRITWC) is a coalition of 66 Tribes and First Nations spanning the Yukon River Watershed; 47 of the 66 member Tribes are located on the watershed in Alaska. Many of the Alaskan member Tribes live in rural, isolated communities with outdated or insufficient sewage systems. Few Tribal members have the necessary training to manage waste, and governments have difficulty offering competitive salaries to attract waste management specialists. YRITWC members were deeply concerned that improper sewage systems could be harming Tribal and wildlife health.

The project goal was to gain a greater understanding of Tribal sewage systems across the Yukon River Watershed and build the capacity of Tribal members to monitor water quality. The project's environmental specialist and project director worked intensively with 16 Tribes to develop site-specific water sampling strategies. The project team provided training on collecting water samples and procedures for shipping samples to the laboratory for all 47 Tribes at multiple locations. By the end of the project, staff trained 67 people in water sampling, and project staff and technicians collected 120 viable samples from the 16 targeted sites.

The environmental specialist and project director also visited all 47 sites to complete an inventory of the sewage management systems in place. In addition, project staff held bi-annual summits and several teleconferences with Tribal leaders, Elders, youth, and technicians to discuss how to adapt and improve existing systems. Project staff collected feedback and created a series of pamphlets detailing adaptation strategies.

Preliminary data show water collected at 80 percent of the sites is safe for use, a higher percent than project staff predicted, but still a cause for concern. Tribes in the other 20 percent are moving quickly to address the problem, and all Tribes recognize the need to continue monitoring. Many of the Tribal technicians are funded through the Environmental Protection Agency's Indian General Assistance Program (IGAP) grant funding, and will be supported for the coming years to continue collecting water samples, as many have written this task into their IGAP work plans.

By expanding access to water quality data, this project significantly strengthened the Tribes' capacity to plan services, adapt existing systems, coordinate assistance, and advocate for their rights.

Technical Assistance Provided to Native American Communities

The ANA Training and Technical Assistance (T/TA) program is designed to help Native American communities develop and sustain self-determined programs that support Native language preservation and maintenance, social and economic development strategies, and Tribal environmental regulations and enforcement. The T/TA program vision is for Native American community members to gain the skills to help their communities achieve long-range goals.

The T/TA program is authorized by Section 804 of the Native Americans Program Act, which requires ANA to provide training and technical assistance to prospective applicants and current grantees in: planning, developing, conducting, and administering ANA projects; short term in-service training for personnel working on ANA-funded projects; and upon denial of a grant application, technical assistance in revising a grant proposal. The ANA T/TA program assists federally and state recognized Tribes, and Native nonprofit organizations serving Native Americans, Native Alaskans, and Native Pacific Islanders.

ANA provides T/TA through four regional training and technical assistance centers, which cover the Eastern region (areas east of the Dakotas), the Western region (areas west of the Dakotas), Alaska, and the Pacific Basin. The operation of the T/TA centers is contracted to Native American owned businesses, and each center is staffed by training and technical assistance providers with experience in indigenous community development, Native language preservation, grant writing, and project implementation.

In FY2012, the T/TA centers created 52 full-time and consulting jobs, 41 of which were filled by Native Americans

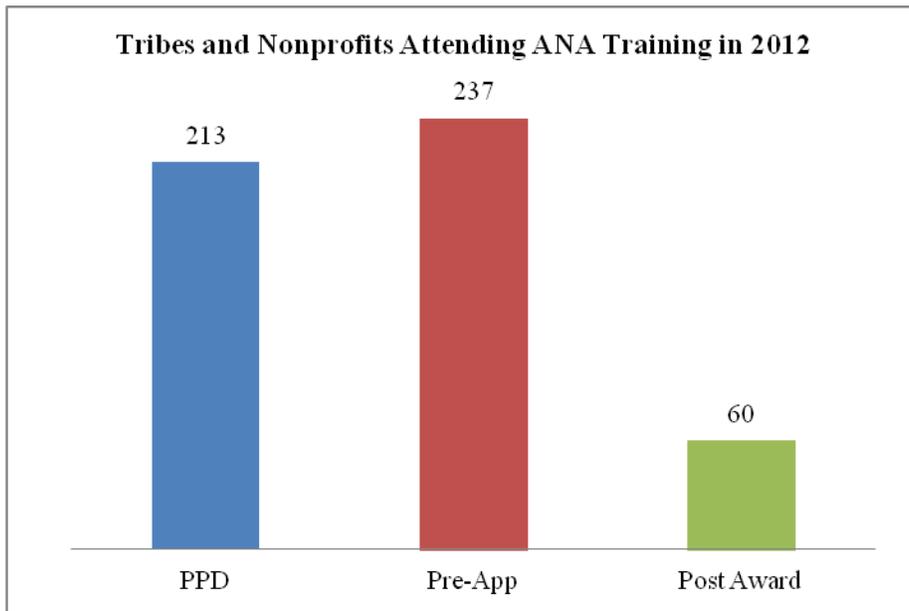
The T/TA providers conduct three types of training for ANA:

- Project Planning and Development
- Pre-Application
- Post Award

The technical assistance offered by the T/TA providers includes:

- Project planning and development electronic technical assistance
- Pre-application electronic technical assistance
- Post award on-site and electronic technical assistance
- Electronic assistance to unfunded applicants
- Impact evaluation visits with ANA DPPE staff

In 2012, a number of Tribes and Native organizations participated in ANA training. The graph below shows the numbers by Project Planning and Development (PPD), Pre-Application, and Post Award training.



Project Planning and Development

Projects are more likely to be successful and sustainable if they are developed and planned by the community as part of a long-range community strategy.⁵ The ANA Project Planning and Development (PPD) trainings provide Native American community members and indigenous development practitioners with tools to better define the problems facing their communities and with methods to design community and indigenous based solutions.

“I am always impressed at ANA trainings by the usefulness of the information and the potential benefits regardless of whether or not a project is funded.”

-Project staff attendee at an ANA PPD Training

Offered since 2009, the PPD trainings are held throughout the year in each region. The trainings are offered free of charge for prospective applicants, though participants are required to cover their personal travel costs.

Pre-Application

ANA has shown that projects written and designed by program staff and members of the community are more likely to achieve or exceed their objectives than projects written solely by an outside grant writer.⁶ ANA Pre-Application training and technical assistance is designed to provide program staff and community members the skills to write an application. By increasing the skill set of the local community members, the Tribe or organization becomes less reliant on outside grant writers, thereby increasing the Tribe’s or organization’s capacity to write and design successful applications.

The ANA Pre-Application trainings provide attendees with the six key elements of an application (your community, the problem, expected outcomes, the strategy, your capacity, and required resources), tips on writing an ANA application in response to an ANA Funding Opportunity Announcement, guidance on how to apply through grants.gov, and the process of reviewing applications for funding consideration. In addition, the T/TA centers provide technical assistance to unfunded applicants on revising their proposal, as well as review of potential applications prior to formal submission.

“Utilizing the process that was learned from this training will be most helpful in the construction of the application.”

-Program Director attendee at an ANA Pre-Application Training

⁵ In evaluations of ANA projects, projects that do not meet the project objectives often cite lack of community support during project implementation as one of their primary challenges.

⁶ Fifty percent of projects completed between 2006 and 2010 that were based on applications written solely by an outside grant writer did not meet or only met most of the project objectives. Whereas, about 65 percent of applications written without an outside grant writer or in collaboration with an outside grant writer met or exceeded the project objectives.

The ANA Pre-Application trainings are held in regional locations in the months before applications are due. The trainings are offered free of charge, though participants are required to cover their personal travel costs.

Post Award

Post Award training and technical assistance helps ANA-funded grantees implement their projects, and understand the federal rules and regulations required to manage and report a federal grant. The regional T/TA centers have a cadre of experts in economic and social development strategies, language preservation, and environmental codes and regulations available to assist grantees in overcoming challenges and meeting their fiscal and program grant responsibilities.

During the post award training, grantees learn about past grantee challenges and best practices. Grantees share their anticipated outcomes and learn about the ANA resources available to assist them in their project implementation.

Connecting Communities and Webinars

The ANA T/TA program approach is based on finding ways to connect Native community members, advocates, and federal partners. Therefore, in 2012, the regional T/TA centers started developed Virtual Community Centers (VCC) as spaces for grantees to network, identify partners, and share information. ANA plans to have the VCCs fully online in 2013.

ANA T/TA centers also conduct webinars on various topics identified by Native communities, such as financial education, connecting communities, and preparing for an impact evaluation visit. In 2012, the T/TA centers held a total of 34 webinars attended by 629 participants.

Conclusion

ANA will continue to evaluate projects for success factors and common challenges to improve the content and quality of services and trainings. The impact evaluations are an effective way to verify and validate grantee performance and ensure accountability of grantees, as well as ANA staff and program partners. ANA uses information collected to report its Government Performance Review Act indicators, validate programmatic baselines, and seek new and more rigorous ways to manage through results.

The following pages provide a two-page summary report for each of the 64 projects evaluated in 2012, arranged by state. These summaries contain a snapshot of data for each project, including full-time equivalent jobs created, Elders and youth involved, partnerships formed, and resources leveraged, among other figures. Each summary provides background and an overview of the project goal and objectives, and describes the accomplishments and impact the grantee had in the community.